DOCUMENT RESUME

ED 480 559 EC 309 791

AUTHOR	Bricker, Diane; Pretti-Frontczack, Kristie; Johnson, JoAnn; Straka, Elizabeth
TITLE	Administration Guide. Assessment, Evaluation, and Programming System for Infants and Children (AEPS). Second Edition.
REPORT NO	Vol-1
ISBN	ISBN-1-55766-562-1
PUB DATE	2002-00-00
NOTE	318p.; Written with Betty Capt, Kristine Slentz, and Misti Waddell. Diane Bricker, AEPS Series Editor. Cover title varies. For other documents in this series, see ED 403 728-731 and EC 309 92-94.
AVAILABLE FROM	Customer Service, Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624 (Stock no. 5621, $55). Tel: 800-638-3775 (Toll Free); Fax: 410-337-8539; Web site: http://www.brookespublishing.com/store/index.htm.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	Child Development; Cognitive Development; Cognitive Tests; *Curriculum Based Assessment; *Diagnostic Tests; *Disabilities; Disability Identification; Early Childhood Education; Early Identification; Early Intervention; Educational Diagnosis; Educational Testing; Elementary Education; Evaluation Methods; *Individualized Education Programs; Preschool Children; Preschool Education; Preschool Tests; Student Evaluation; *Test Interpretation

ABSTRACT

This first volume of the Assessment, Evaluation, and Programming System (AEPS) Test and its associated curriculum, describes the AEPS measurement components for the developmental range from birth to 6 years. Chapter 1 provides a comprehensive description of the AEPS Test and chapter 2 discusses linking assessment, goal development, intervention, and evaluation. An example is provided of an intervention plan that is linked to the performance on the AEPS Test. Section 3 focuses on the administration of the AEPS and chapter 4 describes how test results can be used to provide services to children at risk or with disabilities. The chapter is divided into five sections that discusses using the AEPS Test results to: (1) develop individualized education program (IEP) goals; (2) develop individualized family service plan (IFSP) outcomes and intervention plans; (3) use the AEPS curriculum; (4) monitor child progress; and (5) corroborate eligibility decisions. Chapter 5 describes how to involve families in the assessment and evaluation process as well as specific strategies and forms for facilitating such involvement. The last chapter discusses a team approach to using the AEPS. Appendices describe the psychometric properties of the AEPS, include examples of IEP/IFSP goals and objectives, and data recording forms. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS